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ABSTRACT

Eight programs of the Des Moines (Iowa) Independent Community School District were funded by block grants: library and instructional materials; fine arts program; resource center; traditional school program; reading program; extended day kindergarten; reading/math lab program; and nonpublic schools program. Each program is described in this report, including a statement of the objectives, a list activities related to the objective(s), a description of the evaluation procedures, an estimate of the number of students participating, an estimated budget of the Chapter 2 Entitlement, and an evaluation abstract. (HFG)

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REPORTS OF EVALUATIONS
PROGRAMS FUNDED BY BLOCK GRANTS
1982-83

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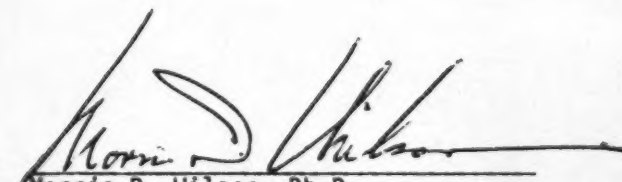
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August 15, 1983

TM 630 748

INTRODUCTION

The evaluation reports for programs funded by block grants appear on the pages that follow. Each report is separated with a section divider of a different color. The organizational format for all reports is the same throughout. Each includes, in order, the application form, an abstract of evaluation findings, tabled data, narrative and comments when applicable and a budget and expenditures summary. In reference to budget and expenditures, it should be noted that all block grant programs for the 1982-83 academic year continued through August 30, 1983. Funds expended, however, were reported only through May 1983 (unless otherwise noted). This fact serves to explain why the budget section for some programs shows a lower expenditure of funds than what may have occurred by the end of the program.

EVALUATION OF PROGRAMS FUNDED BY BLOCK GRANTS

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LIBRARY AND INSTRUCTIONAL MATERIALS

PROJECT DESCRIPTION

Describe project:

1. State the objective(s).

Materials acquired under this project will be used to support K-6, 7-8, and 9-12 programs at the building level. Each of the elementary, junior high and senior high schools will be eligible to receive funding if prior approval is obtained from their respective directors. Funds to support K-12 programs are also available through the office of the Assistant Superintendent of Instruction.

In addition to the K-12 programs in the Buildings, some support will be provided for the Extended Day Kindergarten Program through the Office of Intercultural Programs.

2. List activities related to objective(s).

Approved purchasing procedures and listing of materials assigned to individual buildings and programs.

3. Describe evaluation procedures.

Purchase requisitions and an inventory of materials purchased.

4. Provide the estimated number of Public & Nonpublic students participating in each project (Unduplicated Count).

Public		Nonpublic	
K-6	7-12	K-6	7-12
16,470	14,640		

5. Provide an estimate of the Chapter 2 Entitlement budgeted for public; and for the nonpublic schools (s) for each project.

Public	Nonpublic
\$21,536.00	\$

EVALUATION ABSTRACT

PROJECT TITLE: Library and Instructional Materials
OPERATIONAL SITES: All elementary and secondary buildings requesting funds
POPULATION SERVED: Potential of impact on all district students --
 K-6 16,470
 7-12 14,640
 Total 31,110
FUNDING: Amount Budgeted: \$21,536.00
 Amount Expended: \$15,939.43 (through May 1983)
 Source: Chapter 2, ECIA
COMMENTS:

A total of \$21,536 was appropriated for the purchase of library and instructional materials. Of this \$15,000 was made available to the elementary and secondary departments (\$7,500 each) to be used in purchasing materials. Ledger sheets submitted by the elementary and secondary departments showed that \$10,411.22 was used to purchase 93 items through May of 1983. The remaining appropriation of \$6,536 was placed in accounts maintained by the Office of Intercultural Programs (\$1,536) and the Assistant Superintendent for Instruction (\$5,000). Ledger sheets submitted by these offices indicated that \$4,928.12 of the \$6,536 appropriation was expended through May.

Office	Appropriation	Expenditure ¹
Elementary Department	\$ 7,500.00	\$ 3,708.89
Secondary Department	7,500.00	6,702.33
Intercultural Programs	1,536.00	245.03
Assistant Superintendent for Instruction	5,000.00	4,683.09
Evaluation		600.00
Total	\$21,536.00	\$15,939.43

¹Through May 1983.

A copy of the complete Evaluation Reports for programs funded by Block Grants are available upon request from the Department of Evaluation and Research, 1800 Grand Avenue, Des Moines, IA 50307-3382.

FINE ARTS PROGRAM
MAGNET SCHOOLS
EDMUNDS/JEFFERSON ATTENDANCE CENTER

PROJECT DESCRIPTION

Describe project:

1. State the objective(s).

Edmunds/Jefferson attendance center was designed as a magnet school as part of the Des Moines district desegregation plan. The center, by providing a curriculum emphasizing fine arts, would attract majority students from across the district. Using a team approach together with an artist in residence and several visiting artists, teachers were to infuse fine arts throughout the curriculum. The objectives of the program were:

1. to increase students' self-concept.
2. to offer personal experiences in the visual and performing arts.
3. to develop an awareness and appreciation of the various forms of visual and performing arts.
4. to provide additional enrichment opportunities.
5. to provide reinforcement for students needing extra help in retaining needed skills.
6. to increase the awareness and appreciation of the many cultural and ethnic groups that make up our society.
7. to increase the students' knowledge of persons who have contributed to specific areas of arts.

2. List activities related to objective(s).

Teachers were encouraged to use art in their instruction throughout the curriculum. The arts team provided an evening art program involving students and parents as part of a PTA meeting.

Nine visiting artists came to Edmunds/Jefferson for workshops and lessons. A fulltime artist in residence served the two schools. A steel drum workshop for seven staff and selected students was conducted.

3. Describe evaluation procedures.

A sample of students completed an arts survey and the Coopersmith Self-Esteem Inventory. Visiting artists wrote summaries of their experiences and made recommendations and the end-of-year report (attached) was written.

4. Provide the estimated number of Public & Nonpublic students participating in each project (Unduplicated Count).

Public		Nonpublic	
K-6	7-12	K-6	7-12
605			

5. Provide an estimate of the Chapter 2 Entitlement budgeted for public; and for the nonpublic schools (s) for each project.

Public	Nonpublic
\$41,320	\$

EVALUATION ABSTRACT

PROJECT TITLE: Fine Arts Program: Edmunds/Jefferson
STAFF: 1.0 Artist in Residence
9 Visiting Artists
OPERATIONAL SITES: Edmunds/Jefferson Attendance Area
POPULATION SERVED: 605 students K-6 (as of September 1982)

FUNDING:		<u>Total</u>
	Amount Budgeted:	\$41,320.00
	Amount Expended:	34,902.44
	(District Funds)	<u>7,200.00</u>
	TOTAL	\$42,102.44

COMMENTS:

1. Block grant funds were used to provide one artist in residence, nine visiting artists at the attendance center, workshops, inservice training, and supplies.
2. Students reported experiencing many art activities during the year. Edmunds/Jefferson students had more art experiences and a more positive attitude toward arts than did students at a comparison school.
3. One hundred three magnet students from across the district attended Edmunds/Jefferson. The majority/minority ratio at the school was 51 percent/39 percent, a change from last year's 48 percent/42 percent.

PURPOSE OF PROGRAM

Edmunds and Jefferson Elementary Schools were paired to become one attendance center as part of the Des Moines Desegregation Plan. The center was designed to provide a curriculum emphasizing fine arts. Attendance at the center was open to majority students throughout the district. The core of fine arts was designed to become a magnet to draw students from across the city. The program offered unique arts experiences which were not available at the other elementary schools. A resident artist and several visiting artists supplemented the regular instructional staff.

STUDENTS SERVED

Six hundred five students at the two sites (Edmunds and Jefferson) were served by the fine arts program. Table 1 shows enrollment figures since 1974. Table 2 shows the number of magnet students attending Edmunds/Jefferson.

Some visiting artists worked with only one or two grade levels during their stay; therefore, all students did not have the opportunity to work with all artists. However, through the course of the year, all students were exposed to several different types of art forms and worked with several different artists.

TABLE 1
Edmunds/Jefferson Enrollment
By Race
September of Each School Year

School Year	Race						Total Enrollment	Percent Minority
	American Indian	Asian	Black	Hispanic	Other	White		
1974-75 ¹	--	9	287	3	--	783	1042	28.7
1975-76 ¹	--	11	269	2	--	743	1025	27.5
1976-77 ¹	7	13	268	13	--	734	1035	29.1
1977-78	5	13	210	9	13	561	811	30.8
1978-79	1	24	236	7	7	483	758	36.3
1979-80	2	31	222	7	1	456	719	36.6
1980-81	4	12	238	5	--	409	668	38.8
1981-82	7	5	246	2	--	363	623	41.7
1982-83	4	7	213	13	--	368	605	39.2

¹Edmunds and Jefferson attendance figures reported separately but combined for this table.

TABLE 2
Number of Magnet
Students at Edmunds/Jefferson

1977-78	77
1978-79	89
1979-80	123
1980-81	117
1981-82	102
1982-83	103

VISITING ARTISTS

Nine (9) visiting artists came to Edmunds/Jefferson during the school year. Their art forms ranged from dance and drama to the harp and puppetry. The program evaluator sent a follow-up letter to the artists asking for their comments and recommendations regarding their residency. Six (6) of the artists responded and their letters were sent to the administrators in the two schools and to the artist in

residence. Several artists made specific recommendations for improving the visiting artist program. On the whole, their perceptions were positive.

STUDENT REACTIONS TO ART EXPERIENCES

Selected students (134 in grades 1 through 6) at Edmunds/Jefferson completed a short Student Arts Survey. Another elementary school in the district, Findley, served as a comparison school. Ninety-four students at Findley completed the same survey.

Statistical comparisons were made between responses of students at the two schools. It was hypothesized that more students at Edmunds/Jefferson would report positive attitudes towards art and would experience more art activities during the school year than students at the comparison school.

Significant differences ($p < .05$) were found on 7 of the 15 items on the survey. In all cases the difference favored Edmunds/Jefferson. The conclusions are that students at the Edmunds/Jefferson Attendance Center had a more positive approach toward art, and experienced more art lessons or classes than students at the comparison school. Table 3 shows the comparisons of those items with a statistically significant difference.

TABLE 3
Student Survey Responses
Comparison of Edmunds/Jefferson and Findley¹

Question	Responses						Favors Which School ²
	Edmunds/Jefferson			Findley			
	Yes	No	Sort of	Yes	No	Sort of	
2. I learned some things from the visiting artists.	120 (90%)	5 (7%)	9 (4%)	51 (57%)	23 (26%)	16 (18%)	Edmunds/Jefferson
6. Arts projects help me understand people from cultures or races different from my own.	91 (68%)	13 (10%)	30 (22%)	44 (49%)	16 (18%)	31 (34%)	Edmunds/Jefferson
9. I would like to be an artist when I grow up.	77 (57%)	41 (31%)	16 (12%)	24 (26%)	37 (41%)	30 (33%)	Edmunds/Jefferson
10. Arts make school more interesting.	102 (76%)	11 (16%)	21 (8%)	55 (60%)	9 (30%)	27 (10%)	Edmunds/Jefferson
11. I like to do drama.	101 (75%)	2 (6%)	25 (19%)	43 (47%)	17 (19%)	31 (34%)	Edmunds/Jefferson
13. I like to do music activities.	105 (78%)	9 (7%)	20 (15%)	55 (61%)	2 (2%)	33 (37%)	Edmunds/Jefferson
	1 to 3		4 or more	1 to 3		4 or more	
15. List the arts lessons/classes you have done this school year.	18 (13%)	116 (87%)		50 (55%)	41 (45%)		Edmunds/Jefferson

¹One hundred thirty-four students at Edmunds/Jefferson and ninety-four students at Findley completed the art survey.

²All comparisons significant at the .05 level, Chi square test.

SELF-ESTEEM MEASURE

The Coopersmith Self-Esteem Inventory

The Coopersmith Self-Esteem Inventory (CSEI) was used to monitor the tested self-concept of a sample of students at Edmunds/Jefferson. No comparisons were made with students at other schools. Table 4 displays the CSEI scores for samples of students at grades 4, 5 and 6 for the past three years. The trend appears to be that students' self-esteem increased between grades 4 and 6. Table 5 shows the breakdown by grade level and year. Some students were tested twice: first at the end of the 1981-82 school year and again at the end of the 1982-83 school year. As shown in Table 5, the average CSEI score for the grade four students increased eight points over the year while the average score for the grade five students remained virtually unchanged.

TABLE 4

Year-to-Year Comparison by Grade
Coopersmith Self-Esteem Inventory Scores
1981, 1982 and 1983

	Average CSEI Score			Total
	1981	1982	1983	
Grade 4 (Number of Students)	58.7 (17)	66.8 (23)	60.4 (24)	62.2 (64)
Grade 5 (Number of Students)	76.1 (15)	68.4 (26)	67.5 (37)	69.4 (78)
Grade 6 (Number of Students)	67.5 (31)	70.8 (28)	71.0 (43)	69.9 (102)
Total (Total Students)	67.2 (63)	68.8 (77)	67.3 (104)	67.7 (244)

TABLE 5

Coopersmith Self-Esteem Inventory Scores

Grade	Date Administered	Number of Students	Average CSEI Score
4 ¹	1982	16	67.0
5	1983	16	74.9
5 ²	1982	22	72.0
6	1983	22	71.5
4	1983	24	60.4
5	1983	21	63.0
6	1983	21	70.0

¹ Same students tested at end of 1981-82 school year and end of 1982-83 school year.

² Same students tested at end of 1981-82 school year and end of 1982-83 school year.

BUDGET AND EXPENDITURES¹

	Amount Budgeted	Amount Expended
I. BLOCK GRANT		
Salary --		
Artist in Residence	\$25,862.00	\$25,862.00 ²
Benefits	5,173.00	5,173.00 ²
Travel, Visiting Artists	4,000.00	1,936.03
Workshops	4,500.00	
Travel	300.00	362.20
Supplies	1,485.00	369.21
Evaluation		<u>1,200.00</u>
TOTAL	\$41,320.00	\$34,902.44
II. DISTRICT FUNDS (Magnet Schools)		
Consultants	Budgeted as	\$ 4,900.00
Workshops	part of	2,100.00
Supplies	Magnet Schools	<u>200.00</u>
	funds	
TOTAL		\$ 7,200.00

¹Source: District Controller

²Projected through August 1983

RESOURCE CENTER
PROJECT DESCRIPTION

Describe project:

1. State the objective(s).

The objective of the project is to plan for implementing the Central Campus (Resource Center) at the site of the Technical High School. Operation of the Central Campus will be phased in over four (4) years beginning in the fall of 1983.

2. List activities related to objective(s).

One individual, the Central Campus Planning Coordinator, served as the person in charge of organizing the planning activities. Planning committees and councils met to discuss and plan the operation of the Central Campus. A calendar was adopted, uniform course names and computer codes were accepted, curriculum for the Central Campus was developed, and publicity was conducted promoting the program.

3. Describe evaluation procedures.

Two major reports (November 1982 and May 1983) were presented to the district administration and to the school board by the Planning Coordinator. An end-of-year report (attached document) was written.

4. Provide the estimated number of Public & Nonpublic students participating in each project (Unduplicated Count).

Public		Nonpublic	
K-6	7-12	K-6	7-12
	328*		

5. Provide an estimate of the Chapter 2 Entitlement budgeted for public; and for the nonpublic schools (s) for each project.

Public	Nonpublic
\$10,000	\$

*Number of students advance registered for Central Campus attendance as of June 1983.

EVALUATION ABSTRACT

PROJECT TITLE: Central Campus (Resource Center)
OPERATIONAL SITE: Central Campus (present site of Technical High School)
POPULATION SERVED: 328 students advance registered (June 1983)
FUNDING: Amount Budgeted: \$10,000.00
Amount Expended: \$ 6,057.00 (through May 1983)

COMMENTS:

1. This project was designed to complete planning for the beginning of the Central Campus (Resource Center) which will provide one district site for many vocational/technical programs and some specialized courses. Planning meetings were held and regular program reports were provided throughout the year.
2. Funds were expended for clerical help in preparing the curriculum guides, materials, and publicity.
3. In cooperation with the Central Campus Planning Coordinator, the Council of Principals and the Central Campus Advisory Council provided much of the direction during the year for the creation of the Central Campus.

PURPOSE OF PROJECT

In February 1982, the Des Moines School Board approved a plan to convert Des Moines Technical High School to a districtwide resource center (which is now called the Central Campus) at the present Tech site. The purpose of this project was to conduct planning activities for the Central Campus which is to begin operation on a limited scale in the fall of 1983. The entire Central Campus operation will be phased in over four years. A Central Campus Planning Coordinator (halftime administrative position) was selected to organize the planning activities.

Number and Location of Students Served and Buildings

The Central Campus will be an extension of the educational program in the five remaining comprehensive high schools. It is designed to offer equalization of educational opportunity by concentrating high cost and/or low enrollment programs at one location. Because the 1982-83 year was a planning year, there were no students served directly. Enrollment for the Central Campus as of June 1983 was projected to be 328. This included 70 students enrolled in specialized academic courses, 218 enrolled in vocational/technical courses, and 40 enrolled in special education. Further, 1007 students will continue to be enrolled in grades 10 through 12 at Technical High School. Therefore, the total student population for 1983-84 is projected to be 1335.

Activities

The 1982-83 project involved a wide variety of planning activities. Those activities included designing a calendar for implementing the

Central Campus, designing staffing needs, projecting student enrollments, standardizing curriculum (uniform course names and computer codes across all high schools), promoting public relations and planning transportation. Several committees and councils met throughout the year to develop processes for implementing the program. A record of planning meetings was presented to the school board as part of a progress report on the Central Campus (November 1982). A second major report, Planning Update, was presented to the School Board on May 17, 1983. The two reports, which are on file in the Department of Evaluation and Research, includes detailed information on progress which the committees have made on the project.

COUNCIL OF PRINCIPALS AND ADVISORY COUNCIL

Much of the planning was done by two groups: the Council of Principals and the Central Campus Advisory Council.

The Council of Principals, made up of the six high school principals and the Executive Director of Secondary Education, will be responsible for administration of the Central Campus. The members are to provide program direction and coordinate the programs of the Central Campus with the five comprehensive high schools. The Council met regularly (usually weekly) during the past year. Minutes are on file with the Executive Director of Secondary Education.

The Central Campus Advisory Council is a broad based group comprised of teachers, parents and students representing the six Des Moines high schools (including Technical High School). The members serve in an advisory capacity to the Council of Principals by providing information from various points of view. Records of the Advisory Council meetings are on file with the Planning Coordinator for the Central Campus.

Activities accomplished during the past year included: inservice session for counselors, displays at shopping malls during the Salute to Public Education week, a districtwide listing of course titles and course computer numbers (standardizing of high school course titles and numbers), design of artistic logos to identify the 25 vocational/technical areas of study available at the Central Campus, a tape slide presentation about the Central Campus, presentation about the Central Campus at several elementary schools, design and printing of posters and pamphlets about the Central Campus and a periodic newsletter (Countdown) providing staff, parents and students the latest information on Central Campus planning.

BUDGET AND EXPENDITURES

	Amount Budgeted	Amount Expended ¹
Salaries and Benefits (coordinator)	\$ 3,000.00	
Contracted Services (clerical)	7,000.00	\$5,757.15
Evaluation		300.00
Total	\$10,000.00	\$6,057.15

¹Through May 1983.

TRADITIONAL SCHOOL PROGRAM

PROJECT DESCRIPTION

Describe project:

1. State the objective(s).

- To place primary emphasis on the teaching of reading, writing and arithmetic in a sequential manner.
- To develop good independent study habits, which will include requiring homework for all students.
- To provide a quiet, orderly learning environment.
- To provide quantitative measurement of student progress through testing and letter or number grades.
- To build within each child a sense of responsibility, confidence, pride in accomplishment, and a positive self-image through proven academic achievement.
- To emphasize discipline and the authority of the teacher.

2. List activities related to objective(s).

- Large and small group activities for reading instruction.
- Field trips for further enhancement of reading instruction.
- ~~Supplemental materials to enrich reading instruction.~~
- SARI management system to better address student needs.

3. Describe evaluation procedures.

- Des Moines Independent Community School District Reading Objectives-Based Testing
- ITBS
- Lorge- Thorndike
- Tests given by teachers to test daily instruction of students
- Report cards are sent out four times a year and conferences are held two times a year. The report cards give an academic grade and effort grade for each subject. The grade level students are working is also included for reading and math.

4. Provide the estimated number of Public & Nonpublic students participating in each project (Unduplicated Count).

Public		Nonpublic	
K-6	7-12	K-6	7-12
	30		

5. Provide an estimate of the Chapter 2 Entitlement budgeted for public; and for the nonpublic schools (s) for each project.

Public	Nonpublic
\$26,434.00	\$

EVALUATION ABSTRACT

PROJECT TITLE: Traditional School Program
STAFF: 1.0 Teacher
OPERATIONAL SITES: Phillips Traditional School
POPULATION SERVED: 30 students, grade 7
FUNDING: Amount Budgeted: \$26,434.00
Amount Expended: \$20,701.72 (through May 1983)
Source: ECIA, Chapter 2

COMMENTS:

1. The funds provided through the block grant were used to pay the salary of one fulltime teacher at Phillips Traditional School. This individual's classroom program was clearly an integral part of the total traditional school program, rather than a separate entity.
2. During an April 1983 onsite visit, evidence of support for all of the established goals of the traditional school was determined by visiting with the building principal and classroom teacher.

DESCRIPTION/EVALUATION

During the 1982-83 school year, the Des Moines Independent Community School District operated two traditional schools. A total of 948 students was enrolled in the two buildings based on the annual enrollment report dated October 19, 1982. Phillips Traditional School served 380 students in grades K-7 (including 15 special education students), while 568 students attended Watrous Traditional School in grades K-6. Teaching staff at the 2 buildings was 36.0 (fulltime equivalent) including 2 special education employees at Phillips. The original Des Moines Traditional School opened at the old Jefferson School building at SW 30th Street and Park Avenue in September 1976. The enrollment at that time was 186 students with a FTE teaching staff of 7.0 (grades K-6).

The current operation of the traditional school program is based on the six original goals established prior to opening the original Des Moines Traditional School in 1976. The goals are as follows:

- (1) To place primary emphasis on the teaching of reading, writing and arithmetic in a sequential manner.
- (2) To develop good independent study habits, which will include requiring homework for all students.
- (3) To provide quantitative measurement of student progress through testing and letter or number grades.
- (4) To provide a quiet, orderly learning environment.
- (5) To build within each child a sense of responsibility, confidence, pride in accomplishment and a positive self-image through proven academic achievement.
- (6) To emphasize discipline and the authority of the teacher.

The salary of one staff member at Phillips Traditional School is provided through Chapter 2, ECIA as part of the block grant. An onsite visit was conducted in April, 1983. At that time this individual and the building principal provided a considerable amount of information relative to activities that coincide with the established goals or other statements about the program. The remainder of this section is essentially a summary of information obtained during the onsite visit. It should be noted that this summary relates to the entire program at Phillips. The teacher whose salary is provided through this grant is an integral part of the total program, rather than a separate entity.

Reading skills in the traditional school program are given emphasis in reading classes taught at the seventh grade level and also in the content area. Evidence of enhancement of reading skills may be seen in social studies and science. Reading skills are taught in both of these content areas.

One of the areas through which independent study habits are fostered involves the requirement of homework. In the total program, regular homework is assigned three nights every week. Homework related specifically to reading skills is assigned once a week. In addition to overnight homework assignments, students are often required to complete more long-term assignments; i.e., projects requiring work over a three to four week period.

Student progress in reading is constantly monitored in the classroom through administration of teacher made tests in the social studies and science content areas. Conferences are held twice a year and report cards are distributed four times per year. The report card indicates not only a letter grade for each subject area, but also a mark for

effort. While the report card format for the traditional school is the same as that in other elementary buildings, the staff at the traditional school feels that the required homework component of the traditional school program provides additional information useful as a criterion determining each student's "effort" grade.

Other measures of student progress/achievement include the Iowa Tests of Basic Skills, administered in October of each year, district objectives-based tests given near the end of the year according to the testing schedule, and the SARI management system for reading instruction. The SARI system is currently being computerized -- Phillips was designated as a pilot school for this endeavor. In addition, students in the traditional school are sometimes administered the Lorge-Thorndike IQ tests. This is done on a nonscheduled basis and only as an ability measure when ITBS scores fluctuate to the point where the staff raises questions about the similarity of students across years. These questions usually arise when there has been a period of considerable mobility in the population such that the staff questions whether the overall ability of the students is similar from one year to the next. Up to this time, the Lorge-Thorndike has been administered about every other year.

Many activities at the Phillips Traditional School relate to the fifth goal -- "to build within each child a sense of responsibility, confidence, pride in accomplishment and a positive self-image through proven academic achievement." A major activity involving both staff and students has been a project to improve a school climate developed by Dr. Furtwengler of Vanderbilt-Peabody and administered through the district's Office of Intercultural Programs. Examples of activities

successfully undertaken include development of a school song, flag and coat of arms, production of a filmstrip about activities at Phillips, sports activities with adult and student participation (teachers and parents vs. students), and the implementation of a lunchroom for upper unit students. Phillips Traditional School students have achieved honors individually or collectively in a creative writing contest sponsored by the International Reading Association, the books for Brotherhood Contest, a spelling bee and a class essay writing contest sponsored by the Daughters of the American Revolution (DAR). Other activities that relate to development of responsibility, pride and discipline include dress up days, school badges, a "We are Winning" bulletin board and the delivery of Christmas food baskets to needy families. Various excursions (field trips) have been taken to encourage positive choices in leisure time activities. These activities have also been used as a positive reinforcement for good academic and social behavior. The importance of discipline has been emphasized by implementation of an Assertive Discipline model.

BUDGET AND EXPENDITURES

	Amount Budgeted	Amount Expended ¹
Educational Improvement (professional salary)	\$26,434.00	\$19,901.72
Evaluation		800.00
Total	\$26,434.00	\$20,701.72

¹As of May 1983.

READING PROGRAM (BASIC SKILLS)

PROJECT DESCRIPTION

Describe project:

1. State the objective(s).

At the end of the semester, students (grades 9-12) will demonstrate an increase in the average (mean) percentile rank from pre and post-test on the comprehension subtest of the Stanford Diagnostic Reading Test.

At the end of the semester, students in the program will show 80 percent mastery of course objectives.

2. List activities related to objective(s).

Variety of materials and techniques will be used to meet individual students needs. Materials and activities related to content area will be utilized.

The Houghton Mifflin Reading series will be used for 7-8 grade students.

3. Describe evaluation procedures.

Pre/post scores on the Stanford Diagnostic Reading Test.

Percent of course objectives mastered by student.

4. Provide the estimated number of Public & Nonpublic students participating in each project (Unduplicated Count).

Public		Nonpublic	
K-6	7-12	K-6	7-12
	165		

5. Provide an estimate of the Chapter 2 Entitlement budgeted for public; and for the nonpublic schools (s) for each project.

Public	Nonpublic
\$38,607.00	\$

EVALUATION ABSTRACT

PROJECT TITLE: Reading Program (Basic Skills)
STAFF: 1.5 teachers
OPERATIONAL SITES: Meredith Junior High School (.5)
North High School (1.0)
POPULATION SERVED: 165 students
FUNDING: Amount Budgeted: \$38,607.00
Amount Expended: \$29,312.94 (through May 1983)
Source: ECIA, Chapter 2

COMMENTS:

1. Students served in this program demonstrated an increase in percentile rank from pre to posttesting on the Stanford Diagnostic Reading Test -- Comprehension Subtest.
2. Students mastered 79.4 percent of the course objectives introduced as measured by a teacher made test.
3. Attendance for students in this program (days attended as compared to days of possible attendance) was 89.9 percent.

RECOMMENDATIONS:

1. Testing dates for program evaluation purposes should be aligned with the recommendations of the test publisher. This will result in more meaningful interpretation of results.
2. A specific objective dealing with student attendance should be established and written into the application for this program.

DESCRIPTION/EVALUATION

The Reading Program (Basic Skills) is designed to provide supplementary instruction to secondary students in reading at two buildings.* Funds from Chapter 2, ECIA were used to cover the salary of one full-time and one halftime teacher.

As this program is modeled very closely after the reading portion of the Reading and Math Lab Program, an extensive description will not be given here. The reader may refer to the description written for the Reading and Math Lab Program to gain additional information. It should be noted that the data reported are for program students at one building only -- North High School. Data was not reported for students at Meredith Junior High School.

Students at Meredith Junior High School were provided additional instruction using the Houghton Mifflin basal reading series. Specific reporting forms for performance data were not provided to the .5 teacher at this building during 1982-83 as the Department of Evaluation and Research was not aware that this individual was a part of the block grant until April 1983.

During the first semester, an attempt was made to identify senior high students for instruction in this program using results of the fall administration of the Iowa Tests of Educational Development (ITED). Students scoring below the 10th percentile were originally identified; however, it was soon discovered that a number of "misidentifications" were occurring. The result was a great deal of mobility and change in enrollment during the first semester. In addition, the Degree of

*Instruction in this program was provided through a course known as "Reading Improvement."

Reading Power test scheduled for administration on a pre/post basis was not available in the appropriate level during the first semester and was, therefore, not given. Due to the above conditions, student performance data for the program was compiled only during the second semester.

Early in the second semester, English teachers administered the Comprehension Subtest of the Stanford Diagnostic Reading Test (Test I) to all students. Selection of students for this course during the second semester was based on results obtained from administration of this instrument. At the end of the school year, the same instrument was administered as a posttest. Therefore, the Stanford test was used in this program as both a selection measure and a pre/post evaluation measure. A Course description that contained 15 objectives and an outline of the Reading Improvement course was provided to the Department of Evaluation and Research. Data indicating the percent of objectives mastered by each student and pre/post results on the Stanford Diagnostic Reading Test were submitted by the program teacher.

Tables 1 and 2 indicate pre/post results on the Stanford Diagnostic Reading Test and course objectives mastery data for students enrolled in the program. Test results are reported for only those students for whom both a pre and a posttest score was available.

TABLE 1
Stanford Diagnostic Reading Test -- Comprehension Subtest
Pre/Post Results

Grade Level	N	Pretest		Posttest	
		Raw Score	Percentile	Raw Score	Percentile
9	34	16.6	12	26.4	29
10	14	16.9	8	25.9	20
11	10	14.1	2	24.2	11
12	3	17.3	4	27.7	14

As can be seen from the table, students at each grade level showed an increase in percentile rank from pre to posttesting. Generally, any increase in the percentile rank from a pre to a post administration may be interpreted as a sign of growth. It is difficult to ascertain how much of this growth is a result of the intervention of a specific program as opposed to a combination of other factors.

One rather important factor needs to be addressed here. This involves the date of administration for this instrument. The administration manual for the Stanford Diagnostic Reading Test recommends that the initial administration of this instrument be done during the fall. There are two reasons for this: (a) this test was "normed" during the fall. This means that the tables used to determine a student's percentile rank were developed by administering the test to a large nationwide sample of students in the fall. The tables are not as useful for interpretation of scores when the test is administered to students at other times, (b) as a diagnostic test, better instructional use of the results may be made if the test is administered early in the year. While the results presented in Table 1 lend themselves to some interpretation, it is recommended that the initial administration of this instrument be more closely aligned with the norming date (October) if it is to be used in the future.

Table 2 indicates the percent of mastery of course objectives as measured by a teacher made test. A total of 21 course objectives were presented to each student.

TABLE 2

Grade	N	Number of Objectives Introduced	Number of Objectives Mastered	Percent Mastered
9	43	903	694	76.9
10	15	315	260	82.5
11	8	168	149	88.7
12	4	84	64	76.2
9-12	70	1470	1167	79.4

The cover sheet application for this program states as an objective that students will show 80 percent mastery of course objectives. As indicated by the table, 79.4 percent mastery of objectives occurred in the program. While this falls slightly below the specified criterion, the difference is so slight as to be negligible. Students in grades 10 and 11 surpassed the 80 percent criterion, while students in grades 9 and 12 fell slightly below.

Attendance data for students in the program was also submitted. The data reported showed the number of days attended as compared to the number of days of attendance possible. The records submitted contained attendance information for 76 students. Overall, the attendance percent (days present in this class as a percentage of days possible) was 89.9. Assuming that student attendance will continue to be an important component of this program, it is recommended that a criterion specifying desired level of attendance be established.

BUDGET AND EXPENDITURES¹

	Amount Budgeted	Amount Expended ²
Educational Improvement (professional salary)	\$38,607.00	\$28,212.94
Evaluation		1,100.00
Total	\$38,607.00	\$29,312.94

Cost per pupil: \$177.65 based on enrollment of 165 students.

¹The above figures were provided by the district Controller's Office.

²The expenditures shown are through May 1983.

EXTENDED DAY KINDERGARTEN PROGRAM

PROJECT DESCRIPTION

Describe project:

1. State the objective(s).

In addition to the goals for each kindergarten in Des Moines, the extended day goals include:

- a. To provide an ongoing multi-ethnic experience for children.
- b. To provide increased opportunities for expressing thoughts and feelings and enriching communication experiences through short trips, group stories, and dramatization.
- c. To provide a more complete approach to learning by in-depth pursuits of children's interests and additional individualized instruction.
- d. To establish initial parent-teacher rapport through home visits during the first week of school and to utilize opportunities to strengthen, extend and support the child's family experiences throughout the year.
- e. To utilize recess, lunch, sharing and choice times in developing socialization skills.

2. List activities related to objective(s).

Through an integrated approach to teaching the above objectives, as well as those included in the regular kindergarten curriculum a wide variety of activities will be provided related to the above objectives. This may vary from using parents or others as resource persons, using many types of media, field trips to simply direct teaching of skills. The Early Childhood Curriculum Guide for the Des Moines public schools is used as a resource for the various curriculum areas.

3. Describe evaluation procedures.

The program is evaluated through each child's progress in the Strategies for Early Childhood Program which includes the areas of verbal, visual, auditory and motor skills.

The program is also evaluated through the Metropolitan Achievement Test by pretesting with Level I in October and posttesting in May with Level II. The Department of Evaluation and Research of the Des Moines Independent Community School District conducts a formal evaluation of the above program including test data and parent surveys.

4. Provide the estimated number of Public & Nonpublic students participating in each project (Unduplicated Count).

Public		Nonpublic	
K-6	7-12	K-6	7-12
325			

5. Provide an estimate of the Chapter 2 Entitlement budgeted for public; and for the nonpublic schools (s) for each project.

Public	Nonpublic
\$21,868.00	\$

EVALUATION ABSTRACT

PROJECT TITLE: Extended Day Kindergarten Program
STAFF: 13.0 Teachers (NOTE: the salary of only 1.0 teacher is provided under the block grant.)
OPERATIONAL SITES: Adams, Hanawalt, Hubbell, Jefferson (2 classrooms), King, Madison (2 classrooms), Moore, Moulton, Rice, Samuelson, Windsor [Note: The program provided at King Attendance Center only (one classroom) is covered by the block grant funds.]
POPULATION SERVED: 313 students (21 students in one classroom only are enrolled in the portion of the program covered by the block grant)
FUNDING: Amount Budgeted: \$21,868.00
Amount Expended: \$16,580.13 (through May 1983)
Source: ECIA, Chapter 2

COMMENTS:

1. The funds provided through the block grant were used to pay the salary of one fulltime extended day kindergarten teacher at King Attendance Center. Funding for the remainder of the program was from other sources.
2. The reader may refer to the Department of Evaluation and Research report entitled "Extended Day Kindergarten: Academic Readiness and Parental Attitudes," for more evaluation information regarding this program.

DESCRIPTION/EVALUATION

The Extended Day Kindergarten (EDK) program involves 13 classrooms and serves a total of 313 students in 13 classrooms housed in 11 buildings. The EDK classes meet during the same hours that the building in which they are housed conducts classes. This is in contrast with the traditional kindergarten classes which operate on a half day basis everyday.

The Des Moines EDK program was started in the fall of 1977 as part of the Voluntary Transfer Program. Ten original classes were funded with state, federal and local monies. Currently the salary of 1.0 teacher is provided through the block grant.

The objectives for both EDK and half day kindergarten are based on the district's adopted performance objectives of the Waupun Strategies in Early Childhood Education. The specific emphasis of EDK, beyond the district objectives involves the following goals:

- (1) To provide an ongoing multi-ethnic experience for children.
- (2) To provide increased opportunities for expressing thoughts and feelings and enriching communication experiences (through short trips, group stories and dramatization).
- (3) To provide a more complete approach to learning (by in-depth pursuits of children's interests and additional individualized instruction).
- (4) To establish initial parent-teacher rapport (through home visits during the first week of school) and to utilize opportunities to strengthen, extend and support the child's family throughout the year.
- (5) To utilize recess, lunch, sharing and choice times in developing socialization skills.

The program was evaluated by monitoring each student's progress in the Strategies for Early Childhood Program which includes the areas of verbal, visual, auditory and motor skills. Further evaluation was accomplished during 1982-83 by administration of the Metropolitan Readiness Test on a pre/post basis in October and May and completion of parental attitude surveys. Results from pre/posttest administration and the parental surveys as well as narrative relating to three major evaluation questions may be found by consulting the Department of Evaluation and Research report entitled "Extended Day Kindergarten: Academic Readiness and Parental Attitudes."

BUDGET AND EXPENDITURES¹

	Amount Budgeted	Amount Expended ²
Educational Improvement (professional salary)	\$21,868.00	\$15,980.13
Evaluation		600.00
Total	\$21,868.00	\$16,580.13

¹The figures shown above were provided by the district Controller's Office.

²The expenditures shown are through May 1983.

READING AND MATH LAB PROGRAM

PROJECT DESCRIPTION

Describe project:

1. State the objective(s).

Reading and Mathematics -

1. On the Iowa Tests of Basic Skills and Iowa Tests of Educational Development students will demonstrate an increase in the average (mean) percentile rank from pre to posttest on the vocabulary and comprehension subtests in reading and/or the total math section in mathematics.
2. Students will demonstrate reading and math proficiency by mastering an average of 80 percent of the objectives introduced according to each student's education plan.
3. First grade reading students will pass 80 percent of the SARI (Systematic Approach to Reading Improvement) Level 2 pre and posttests. First grade math students are to achieve a score of 26 or more above on the Mathematics Test for Performance Objectives.
4. Teachers will develop and maintain team learning situations which reflect a multicultural nonsexist approach as children interact positively and strive for objectives-based goals.

2. List activities related to objective(s).

Reading

- a. Diagnosis of individual reading deficiencies using the following tests:
 1. Informal Reading Inventory
 2. Spach Diagnostict Reading Scales
 3. Informal Phonics Survey
 4. Botel Reading Inventory
 5. Durrell Listening Test
 6. Ekwall Reading Inventory
- b. Remediation of individual reading deficiencies through:
 1. Instruction of basic reading skills.
 2. Instruction in developing skills and abilities to meet the demands of reading in the content area.
 3. A multi-sensory approach which exposes students to a wide variety of reading materials and techniques.

Mathematics

- a. Diagnosis of individual areas of weakness in mathematics using the following tests:
 1. Mathematics Test for Performance Objectives
 2. Addition, subtraction, multiplication, division, measurement, and numeration strand tests developed by the district.
 3. Teacher constructed diagnostic measures.
- b. Remediation of individual areas of weakness in mathematics through:
 1. Use of manipulative devices to develop identified concepts.
 2. Reinforcement of these concepts through skill development activities.

3. Development of computational skills and application of these skills to real life situations. (Emphasized at the secondary level.)

Student team learning activities will be incorporated into both the reading and math lab programs. Students will be given guidance in the development of the student team learning process. The opportunity is given for personal positive interaction among students and the development of leadership qualities in the students. This is accomplished through activities based on individual educational objectives introduced to students.

3. Describe evaluation procedures.

The Iowa Tests of Basic Skills and Iowa Tests of Educational Development scores from the fall and spring testing are used for program evaluation. The goal of the program being that students will demonstrate an increase in the average (mean) percentile rank from pre to posttest on the vocabulary and comprehensive subtests in reading and/or the total math section in mathematics.

Reading and Math Lab students are to demonstrate proficiency by mastering 80 percent of the objectives introduced to them on their individual educational plans.

The goal for first grade reading students is to have passed 80 percent of the SARI (Systematic Approach to Reading Improvement) Level 2, pre and posttests.

First grade math students are to achieve a score of 26 or above on the Mathematics Test for Performance Objectives.

4. Provide the estimated number of Public & Nonpublic students participating in each project (Unduplicated Count).

Public		Nonpublic	
K-6	7-12	K-6	7-12
380	270		

5. Provide an estimate of the Chapter 2 Entitlement budgeted for public; and for the nonpublic schools (s) for each project.

Public	Nonpublic
\$184,950.00	\$

DES MOINES INDEPENDENT COMMUNITY SCHOOL DISTRICT
DEPARTMENT OF EVALUATION AND RESEARCH
EVALUATION ABSTRACT

August 31, 1983

PROJECT TITLE: Reading/Mathematics Lab Program
COORDINATORS: Mary Wagner, Wesley Chapman
STAFF: .5 Coordinator (Mary Wagner)
11.0 Reading Teachers (FTE)
5.5 Math Teachers (FTE)
(FTE = Fulltime Equivalency)
OPERATIONAL SITES: Greenwood (reading only), Hanawalt, Hubbell (reading only), Moore, Samuelson, Windsor (reading only), Woodlawn, Brody (reading only), Meredith, Merrill, Hoover (reading only), Roosevelt (reading only) - Seven elementary, three junior high, and two senior high buildings
POPULATION SERVED: Reading 432 students
(80 days or more) Math 213 students
Total duplicated count = 645 students
Some students were served in both reading and math labs and were counted twice.
FUNDING: SOURCE: Chapter II, ECIA and local
Amount Budgeted: \$368,561.66
Amount Expended: \$350,472.52
(through August 1983 as provided by the district Controller's Office and the Office of Intercultural Programs)
COST PER PUPIL: A total of 645 students were served for 80 days or more. The cost per pupil was approximately \$543.37

COMMENTS:

1. Students enrolled in the mathematics lab at all grade levels attained an increase in mean percentile rank from pre to posttesting as measured by the Iowa Tests of Basic Skills administered in October 1982 and again in April 1983. While program objectives do not specify a criterion for the amount of increase in the percentile rank, any increase on the percentile rank scale from pre to post-testing is indicative of some growth.
2. The total group of students enrolled in both the reading and mathematics programs mastered in excess of 80 percent of the reading and mathematics objectives introduced to them.
3. Program teachers in both reading and mathematics personally contacted parents of students at a rate that surpassed the criterion indicated in the objective. Three reading teachers contacted parents of all students served.
4. Teachers developed lesson plans and conducted activities that emphasized a multicultural, nonsexist approach infused with the ongoing curriculum according to copies of specific lesson plans submitted by each program teacher to the project coordinator.

RECOMMENDATIONS:

1. The program coordinator should examine results obtained on the reading subtest of the Iowa Tests of Basic Skills particularly in grades three, four, five and six. Steps should be taken to improve achievement at these levels.
2. The reading lab program objective concerning performance of first grade students as measured by pre/posttests of the Systematic Approach to Reading Improvement (SARI) management system should be rewritten to precisely specify the level of achievement desired.
3. The program coordinator should consider specifying criteria for gains demonstrated by students on the Iowa Tests of Basic Skills. Gain criteria might be expressed in the student performance objective as an increase in percentile rank from pre to posttesting of a certain magnitude rather than just saying simply "an increase." The amount of increase expected could be different at various grade levels according to varying levels of growth expectation at certain stages.

A copy of the complete Evaluation Report is available upon request from the Department of Evaluation and Research, 1800 Grand Avenue, Des Moines, IA 50307-3382.

DESCRIPTION/EVALUATION

An evaluation report for the Reading/Math Lab Program has been prepared under separate cover due to the extensive evaluation design that renders data reporting impossible within the space limitations imposed for this report. The report entitled Report of Evaluation for the Reading/Math Lab Program will be placed on file in the Department of Evaluation and Research.

EVALUATION ABSTRACT

PROJECT TITLE: Nonpublic Schools Program
OPERATIONAL SITES: Schools of the Diocese of Des Moines plus six
private, nonpublic schools
POPULATION SERVED: K-6 2,567
7-12 821
Total 3,388
FUNDING: Amount Budgeted: \$22,484.00
Amount Expended: \$20,203.61 (through May 1983)
Source: ECIA, Chapter 2

COMMENTS:

1. Several nonpublic institutions applied for and received funds from Chapter 2. Most of the funds applied for were to be used to purchase instructional equipment and materials. The total amount funded was \$22,484.00. Of this amount \$18,209.00 was allocated to the Diocese of Des Moines with the remainder being for other nonpublic schools.
2. The attached sheet indicates the funds budgeted and expended by each applicant. Budgeted funds are shown by category; i.e., instructional materials, equipment, etc., for each school. Expenditures, however, are shown only by building as they were not available by category. All figures were provided by the district Controller's Office and are as of May 1983.

BUDGET AND EXPENDITURES

	Amount Budgeted	Amount Expended ¹
Adventist Education Center		
Materials	\$ 200.00	.00
Instructional Equipment	361.00	.00
TOTAL	<u>561.00</u>	<u>.00</u>
Des Moines Christian School		
Instructional Materials	686.00	
Instructional Equipment	1,400.00	
TOTAL	<u>2,086.00</u>	\$ 2,200.00
Des Moines Jewish Academy		
Instructional Materials	149.00	.00
TOTAL	<u>149.00</u>	<u>.00</u>
Mount Olive Luthern School		
Instructional Equipment	1,233.00	1,241.00
TOTAL	<u>1,233.00</u>	<u>1,241.00</u>
New Life Christian School		
Instructional Materials	97.00	.00
TOTAL	<u>97.00</u>	<u>.00</u>
Kingsway Christian School		
Instructional Materials	149.00	.00
TOTAL	<u>149.00</u>	<u>.00</u>
Diocese of Des Moines		
Contracted Service	1,000.00	
Instructional Materials	1,306.00	
Instructional Equipment	12,575.00	
Salaries	2,550.00	
Miscellaneous	778.00	
TOTAL	<u>18,209.00</u>	16,762.61
Grand Total for Nonpublic Schools	\$22,484.00	\$20,203.61

¹Through May 1983.

EVALUATION OF PROGRAMS FUNDED BY BLOCK GRANTS

EVALUATION ABSTRACT

TITLE: Evaluation of Block Grant Programs
STAFF: 0.4 Program Evaluators (FTE)
OPERATIONAL SITES: Central Office
TARGET POPULATION: Eight block grant funded programs (see Index, page ii, this report)
FUNDING: \$10,000 from block grant. Expenditures shown in budget section for each program.

COMMENTS:

1. The Department of Evaluation and Research provided written evaluation reports for the district block grant funded programs. Evaluation designs were completed and appropriate data collected.
2. The evaluation reports were presented (attached) to the Board of Education and program administration.
3. End of year reports were completed by staff of the Department of Evaluation and Research for these programs:

Library and Instructional Materials
Fine Arts Program
Resource Center (Central Campus)
Traditional School
Reading Program
Extended Day Kindergarten
Nonpublic Schools' Programs¹
Reading and Math Lab Program¹

4. Funds for the evaluation of the program were inserted as a contra-account to offset the district's budget for the Department of Evaluation and Research.

¹Due to its magnitude, the Reading and Math Lab Program evaluation report is submitted separately as a single report.